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ABSTRACT

American Indian participation in educational research suffers from minimal involvement of tribal people in the research effort, the obtrusive role of researchers, controversies over the content of published research, and inadequate preparation of researchers sensitive to American Indian community needs. Existing supplementary training methods to overcome research barriers include regional research centers, institutions for educational research, and workshops. A method of curriculum integration in the mainstream of graduate education, utilizing non-traditional content and research methodologies relevant to researchers of Indian communities is needed. Implementation of a two-dimensional grid for curriculum integration, using the American Indian family subject area, verifies the efficacy of regional research centers which house data bases designed by ethnic researchers. The White Cloud Institute data base provides the greatest amount of pertinent information about the subject, followed by ERIC (Educational Resources Information Center). Annotated bibliographies for selected topics can be easily prepared after the material has been systematically categorized. A state-of-the-art assessment can be conducted by evaluating existing research from the standpoint of research methodology, generalizability, and authenticity. The grid also exposes areas which need further research. Three resulting bibliographies on the American Indian family are appended. (CM)

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Culturally Relevant Training of American Indian Educational Researchers

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Presented at the Meeting of the American Educational Research Association, Los Angeles, 1981.

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Culturally Relevant Training of American Indian Educational Researchers

The American Indian heritage of diverse tribalism and adaptability among oppression has intrigued scientists of social behavior for quite some time. Researchers from many disciplines have attempted to measure tribal social phenomenon, discover cultural regularities, justify current conditions and practices, and create social theories about Indian behavior. Despite the energy invested in numerous theses, dissertations, and technical publications, the Indian problem has not been solved, for American Indians remain the most impoverished minority group in this country (U.S. Government Printing, 1977).

Many significant barriers stand in the way of producing successful recommendations for improvement of the quality of life of American Indians. In the past, researchers frequently involved Indian people minimally in designing research questions. American Indians were treated as objects of study and were solicited primarily for assistance in data collection rather than contribution in the selection of purposes and procedures of investigation (Trimble, 1977). The overall respect for research objectives has also been impeded by a great deal of controversy and discontent over the obtrusive role of the non-Indian social scientist in tribal communities which frequently view outsiders with suspicion.

Indian people not only question the presence of researchers, they also question the career-oriented motives of researchers who often concentrate on problems and issues of interest to themselves rather than those of concern to the community under study. Conflicts of goals among

academic researchers and community advocates concerning cultural information has caused careful scrutiny of research prospectives, content, and conclusions by American Indian groups. In some cases, the tribe has required the researcher to obtain a license to conduct research within their community (Trimble, 1977).

A major barrier to Indian involvement in educational research appears to be the small number of Indians with doctorates. The forty Indian doctorates, who overcame the stigma associated with the past role of researchers in Indian communities and sought advanced degree training in the social sciences, are but a few of the number of active Indian researchers needed in the field of education to obtain parity (Chavers, 1980). As American Indians engage in research activities, they become aware of the extreme competition in the grant writing and policy decision-making process. They find fewer investigative modes of pure research compatible with the political structure and tribal ways of their people.

Indian students of research rarely find graduate research curriculum sensitive to their needs. They rarely encounter American Indian professors or training courses conducted by professors truly attune to cultural variables, or willing to encourage the conceptualization of research ideas and designs in keeping with Indian world views. Those American Indians who attain doctorates, especially those

newly employed, quickly become overextended and unable to create adequate time to carry out quality research (National Institute of Education, Note 1).

Three methods of overcoming research barriers which are currently implemented represent positive and encouraging steps in the process of increasing American Indian involvement in research. One method frequently endorsed by Indian researchers is the establishment of regional research and development centers by federal agencies (Trimble & Ryan, 1978). The White Cloud Center for American Indian/ Alaskan Native Mental Health is an example of a single existing research center that contributes to American Indian psychological research as a clearinghouse for research information and as a setting conducive to the American Indian researchers needs. White Cloud works cooperatively in sharing and disseminating information, coordinating research projects, shaping program development, reviewing and making available research data and providing technical assistance to tribal communities (Ryan & Spence, 1978). The American Indian Studies Center at UCLA is one example of several research institutes housed at major universities. The Native American Research Institute with centers in Oklahoma, Washington, D.C., Denver, Seattle, and Temple, Arizona, is an example of a federally funded research institute with regional research centers in cities where "Indian business" is frequently conducted.

A second method of overcoming research barriers is the research institute which provides further training to Indian researchers in the

theoretical and methodological skills necessary for extensive research plans. These institutes are often arranged during the summer on campuses of major universities for sessions of approximately four to eight weeks. Model research institutes currently employ lectures and seminars on research from the perspectives of visiting professors (Tsang, S., Chow, M., Macedo, D., Note 2), internship programs for on-the-job research experience (Indian Health Service, 1970, Note 3), mentor/fellow investigative relationships (Baker & Artis, Note 4; Gordan, Note 5) and faculty/student research teams for interpersonal support and maintenance of research efforts (Morrison, Jagacenski, McKeachie, & Kaczala, Note 6).

Another method of overcoming minority barriers to research supported by the federal government is the convening of short term workshops to assess the problems of minority participation in research, recommend strategies, and provide training in proposal writing skills and capacity building (Ortiz, Note 7). The research needs of Blacks, Asians, Hispanics, and women have been addressed through advanced workshops for the refinement of their research skills, post-doctoral activities, external adjunct faculty participation, and curriculum development emphasizing social science methodolcgy of interest to community researchers. American Indian researchers have yet to experience similar extensive support. Their federal support for increasing American Indian participation in research consists of a seminal conference and rountable discussion in which the research barriers were identified and recommendations offered (Note 7;

National Institute of Education, Note 8.)

Each of these existing methods of overcoming barriers to Indian participation in educational research suffers from a distinct drawback. Basically, these methods remove the responsibility for culturally relevant educational research instruction from educational institutions and places it in control of the granting network of the federal government. This policy not only isolates American Indian research methodology from the mainstream of graduate education, but also denies American Indian students the right to an education responsive to their academic needs (Indian Education Act, P.L. 92-318 (1972)). For this reason research institutes, regional research centers, and workshops should be viewed as supplementary to programmatic education provided in institutions of higher education.

Curriculum Integration

A suggested method for teaching and training education research methods for American Indians is the incorporation of research information into the curriculum of universities with substantial Indian student enrollment or universities located near substantial Indian populations. The procedure recommended here could serve as a guide for the development and use of research material on or about American Indians. By using a systematic approach to curriculum integration with a clear understanding of what has been researched, the foundation for critical and purposeful research approaches with American Indians in the future can be provided.

The American Indian researcher must be competent to critically evaluate research methodology and results as well as be capable of adapting current

methodology for Indian uses. Conventional methodology, which serves purposes of control and manipulation (Argyris, 1980) may have inherent problems when applied to American Indian research due to the issue of Indian self-determination. Included in the training should be specific material addressing research concerns relevant to American Indians, such as the role of American Indian research communities, the sovereignity of Indian people, distinction between race and ethnicity as independent variables, considering culture as a dependent variable, and the necessity of gathering community input in all stages of the research product.

One important part of training for American Indian research is to document what research and investigations have been done on topics relevant to American Indians. The process of collecting such research on or about American Indians could be strengthened by the use of a grid. The grid selected for presentation here is one that would be generalizable to most behavioral sciences, e.g., psychology, educational psychology, counseling. The grid has two dimensions: Analysis Levels (Psychological, Sociological, and Ethnological) and Analysis Subject Areas (Biological, Cognitive-Affective, Social, Individual Differences, and Research Methodology). Each Analysis Level was defined as follows:

1. Psychological - the emotional and behavioral characteristics of an individual.
2. Sociological - the study of groups or human social structures and relationships.

3. Ethnological - the anthropological study of socio-economic systems and cultural or tribal heritage.

The framework for the Analysis Subject Areas, consistent with the American Psychological Association guidelines for graduate training in psychology, are described as follows:

1. Biological bases of behavior (e.g., physiological psychology, comparative psychology, neuropsychology, sensation, psychopharmacology).
2. Cognitive-affective bases of behavior (e.g., language, learning, memory, perception, cognition, thinking, values, motivation, emotion, acculturation, race, identity).
3. Social bases of behavior (e.g., social psychology; cultural, ethnic, and group processes; sex roles; systems theory; legal processes; curriculum; language communication).
4. Individual behavior (e.g., personality theory, human development, individual differences, abnormal psychology).
5. Research methodologies (e.g., psychological testing, program evaluations, literature reviews, bibliographies, trend analysis, comparative analysis, conference reports, demographic collections).

Considered in combination, the Analysis Levels and Analysis Subject Areas provide 15 categories in which to seek research material. The model is shown pictorially in Figure 1.

Insert Figure 1 here

The preliminary step in the application of this grid is, of course, the election of subject (or competency for those doing applied research) about American Indians to be considered. This subject should be relevant to the interests of the researcher and/or Indian community. Goddard (Note 9) reports a number of research questions involving issues related to the American Indian family that were recently generated by participants attending the White Cloud Center annual research workshops. Sample concerns in need of further research proposed by researchers and practitioners include: 1) the effect of cognitive styles on childrearing practices and education, 2) the location of social support systems for Indian children attending boarding schools, and 3) the appropriateness of role models for Indian adolesence. In keeping with research relevancy, the American Indian family was selected by these authors as a timely and global topic for illustration of the two-dimensional curriculum grid. American Indian refers to all North American Native peoples including Indians, Aleuts, Eskimos, and Metis. The "American Indian family" topic is an all inclusive term referring to subtopics of the Indian family entitled: extended family, traditional childrearing, family functioning, marriage, child abuse, and adoption.

The search procedure was used to obtain references to research, dissertations, theses, and technical reports available through several commercial and private data base systems which are relevant to the American

Indian family. ERIC (Educational Resources Information Center), Psychological Abstracts, Sociological Abstracts, Language and Language Development, Exceptional Child, Abuse and Neglect, and History and American Life were the commercial computer data cases accessed. In addition, reference materials on the American Indian family were obtained from the reference data base at the White Cloud Institute. The White Cloud data base is searchable by tribe, culture area (plains, Northwest Coast, etc.), state, reservation, author, title, date of publication, and name of instrument used in the research study (Kelso, Note 10).

A classification procedure was used to identify the cell category in the two-way grid for each reference. Duplicate references were identified and rectified so that only one reference to each article was considered (duplications were rare). Once a reference was retrieved, its content was analyzed and a decision made by two independent raters as to its relevance to the American Indian family. A primary, or most salient, classification of Analysis Level and Analysis Subject Area was given to each reference on the basis of reference title, content of the reference abstract, and descriptors accompanying each retrieved reference. A secondary classification procedure identified other cell categories which were also relevant for the reference. This was done because, although most references have a general theme which determined its primary classification, many articles had subthemes which were relevant to other cells in the models. Differences in rater classifications were resolved by discussion, yet many of the final choices of borderline documents were arbitrary. Therefore, two classification products were generated: One

for the primary classification and one for the secondary classification of all other relevant cell categories.

In total 317 unique references on the American Indian family were found. The results of the primary and secondary classifications of these articles into the grid are shown in Figure 2 and 3. A listing of the articles identified through the computer search, classified by cell divisions and identified by their data base source, can be found in the Tables of Appendix 1.

Insert Figure 2 and 3 here

The grid concept applied to the retrieval classification of research materials can serve several purposes. Obviously, the totality of the grid establishes a "State of the Art" condition of research coverage of the grid categories. Through such a classification system it is possible to evaluate the coverage of research efforts to the cell areas of the grid. Areas needing research will be obvious through low tallies in the cells of the grid. Final determination of future research needs in the American Indian family also involves areas suggested by Indian Community members to be a priority topic for investigation. In addition, by keeping track of the data source for the references, it is possibly to identify the most productive data source which could be useful for future searchers for research in similar areas. Thus, one broad search can be used to narrow the data base sources needed for consideration for other projects. Computer based searches are very expensive. If a data source is identified as being unlikely

to have pertinent materials, it may possibly be excluded from searches for similar competency areas in the future. Of course, it is prudent to exercise caution in eliminating a potential data source and should only be done if the researcher feels confident that the competency areas are extremely similar.

In regards to the American Indian family research, retrieval, and classification product presented in this paper, it is possible to make several conclusions and recommendations by merely glancing at the coverage of the cells in the grid. With reference to the "State of the Art" of research about the American Indian family, most of the work found was in the analysis level of Sociology, the least in Psychology. No research materials were found whose primary focus was on the biological subject area of the analysis levels of Psychology and Ethnology. The most popular subject area was the social basis of behavior which is consistent with the emphasis of research on the Sociological Level of Analysis. Least research materials were found in the biological subject area. Further work is obviously needed in the biological subject area across all three levels of analysis.

The most productive source for all three analysis levels was the White Cloud data base, followed closely by ERIC. The large volume of sociological subject area references from the White Cloud data base revealed the negative bias of previous non-Indian research efforts that focused on the social and behavioral problems of Indian populations. Alcoholism and educational problems related to Indian families have received attention

from researchers primarily because of the difficulty they pose in administering education, social, medical and legal programs for American Indians. (Dinges, Trimble, & Hollenbeck, 1979; Note 10). Indian researchers at the White Cloud institute are trying to combat racism and sterotypes by studying the positive elements of Indian culture and critically evaluating existing research studies from bias.

Using the materials gathered and classified from the multi-data-base search, the logical next step would be the generation of a critical annotated bibliography. The annotation could, in fact, contain a critique of the research material, evaluating it on grounds which include: (1) status of the involvement of Indian community members in all phases of research, (2) authenticity of the results, (3) correctness of the research design and methodology, and (4) soundness of the generalizations in terms of internal and external validity. This concrete product, from the process of obtaining and classifying research materials for the American Indian family subject or competency area, is not yet available. An annotated bibliography on American Indian and Alaska Native Mental Health has been updated and is in the second publication stage by researchers at White Cloud (Attneave & Kelso, 1977; Note 10).

It would seem that this national research center for Indian mental health has already made great strides in overcoming some of the barriers to American Indian mental health research. White Cloud's strength lies in its networking with Indian cultural groups and its knowledge of informational sources relevant to Indian needs. However, even though the White Cloud

data base provided a productive source of research on or about the American Indian family which was found to concentrate on the sociological aspects of the American Indian family, it would be a mistake to omit other non-ethnic data bases, such as ERIC, which also provide several research references for the subject area of the American Indian family. In order to fill in the cells of the model totally and objectively, ethnic and non-ethnic sponsored data bases should be referenced. It would only be justifiable to omit a data base source if, on logical or empirical grounds, the source was deemed unlikely to be effective in providing relevant references.

It is important to note that accessing multiple data bases to retrieve research materials and then to continue the process by classifying them into a grid followed by an evaluation and annotation of what was obtained is an ambitious, costly, time consuming, and tedious task. However, as stressed earlier, the benefits of applying a grid to research review and retrieval outway the inconvenience of the process.

Conclusion

American Indian participation in educational research suffers from a number of potentially identifiable barriers. The minimal involvement of tribal people in the research effort, obtrusive role of researchers, and controversies over the content of published research are but a few of the historical impediments to American Indian interest in educational

research. The preparation of researchers insensitive to American Indian community needs can be rectified by providing additional training for Indian researchers.

Existing supplementary training methods to overcome research barriers include regional research centers, institutions for educational research, and workshops. Although they appear promising, they relinquish the university of its charge to meet the multi-cultural needs of its constituencies, particularly those in educational training programs (American Commission of Teacher Educators, 1979). A method of curriculum integration such as the one proposed within the mainstream of graduate education utilizing non-traditional content and research methodologies relevant to researchers of Indian communities is greatly needed.

The implementation of the grid for curriculum integration with the American Indian family subject area revealed several issues of interest to minority researchers. The efficacy of regional research centers which house data bases designed by ethnic researchers was verified. The White Cloud data base not only provided the greatest amount of information, but also provided the most pertinent information to the American Indian family subject area. Reliance exclusively on ethnic data bases is discouraged nevertheless because of the detriment of omitting existing information and sources, the tentative nature of funds for special interest research institutes, and the potential for relinquishing the responsibility of non-ethnic data systems for the retrieval of ethnic minority-related research material.

Use of the proposed grid for systematic research review provides several outcomes. Annotated bibliographies for selected topics can be easily prepared once the material has been categorized using a systematic approach. A state-of-the-art assessment can be conducted by evaluating existing research from the standpoint of research methodology, generalizability, and authenticity. Areas in need of further research are also apparent from the cells of the grid found lacking or the content of articles within the cells found in need of rectification concerning methodology employed.

This preliminary proposal is presented for purposes of sharing the curricular adaptational process to the needs of special interest groups and is not intended for purposes of recommending specific procedures. The application of traditional research methods is again discouraged. The heritage of American Indian distrust of the research process and the resultant barriers to American Indian participation in research have evolved from traditional research paridigms. Respect for tribal sovereignity in which Indian people decide programs and policies for themselves relies on Indian researchers and input from the Indian communities under study. Research innovations are encouraged wherein American Indian graduate students and Indian community members begin to recognize research as relevant to the process of preserving their preferred way of life.

Reference Notes

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3. Indian Health Service Training Center. Epidemiology and health services management (DTC-70-3). Washington, D.C.: U.S. Government Printing, February 1970.

4. Baker, G., & Artis, S. Federally sponsored mentorship programs to increase the participation of women and minorities in educational research and development. Paper presented at the meeting of the American Educational Research Association, Boston, April 1980.

5. Gordon, D. The mentor follow model. Paper presented at the American Educational Research Association, Boston, April 1980.

6. Morrison, B.M., & Jagacenski, C.M., McKeachie, W.J., & Kaczala, C.M. Institutional pairing: Joint Hampton-Michigan project. Paper presented at the meeting of the American Educational Research Association, Boston, April 1980.

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Analysis Levels

Analysis Topic areas	Psychological	Sociological	Ethnological
Biological			
Cognitive-Affective			
Social			
Individual Differences			
Research Methodology			

Figure 1. Framework of the Grid.

Analysis Levels

Analysis Topic areas	Psychological	Sociological	Ethnological
Biological	0	5	0
Cognitive-Affective	8	31	11
Sociological	16	107	33
Individual	13	16	17
Research Methodology	5	32	7

Figure 2. American Indian family research articles, with primary classifications by grid.

Analysis Levels

Analysis Topic areas	Psychological	Sociological	Ethnological
Biological	2	20	5
Cognitive-Affective	15	77	31
Sociological	23	194	67
Individual Differences	31	83	32
Research Methodology	12	80	18

Figure 3. American Indian family research articles, all classification into two-way grid.

Appendix I

Primary Classifications of References on the American Indian Family Listed by Cell Category and Reference Source*

Table A. Psychological Analysis Level Categorized by Subject Area and Reference Source.

Table B. Sociological Analysis Level Categorized by Subject Area and Reference Source..

Table C. Ethnological Analysis Level Categorized by Subject Area and Reference Source

*Reference Sources

ERIC

Psychological Abstracts

Sociological Abstracts

White Cloud

Other

Table A

Psychological Analysis Level Categorized by Subject Area

and Reference Source

I. BIOLOGICAL SUBJECT AREA

(No reference source entries)

II. COGNITIVE-AFFECTIVE SUBJECT AREA

ERIC Reference Source

Briley, M.H. A study of the interpersonal value orientations of extension homemakers in Robeson County, North Carolina. Raleigh, N.C.: North Carolina University, 1968.

Larson, L. Pygmalion in Native-Indian education. Paper presented at the Annual Meeting of the Rural Sociological Society, Madison, September 1977.

Psychological Abstracts Reference Source

Boyer, L.B., & Boyer, R.M. Prolonged adolescence and early identification: cross-cultural study. Psychoanalytic Study of Society, 1976, 7, 95-106.

Chadwick, B.A., Bahr, H.M., & Strauss, J. Indian education in the city: correlates of academic performance. Journal of Educational Research, 1977, 70, 135-141.

Sociological Abstracts Reference Source

Simon, R.J. An assessment of racial awareness, preference, and self identity among White and adopted non-White children. Social Problems, 1974, 22, 43-57.

Other Reference Sources *

Riner, R.D. Attitudes toward formal education among American Indian parents and students in six communities (Doctoral dissertation, University of Colorado, 1977).

*Language and Language Behavior, American History and Life, Child Abuse and Neglect, Exceptional Children Reference Source.

White Cloud Reference Source

Berry, J. W. Temne and Eskimo perceptual skills. International Journal of Psychology, 1966, 1, 207-229.

Simon, R. J. An assessment of the racial awareness, preference and self identity among Whites and adopted non-White children. Social Problems, 1974, 22, 43-57.

III. SOCIAL SUBJECT AREA

ERIC Reference Source

Brochin, B. An acculturation problem check list study of the Band of Chippewa Indians of the Turtle Mountain Reservation, Belcourt, North Dakota (Masters thesis, Indiana University, 1969).

Miller, D. L., & Garcia, A. Mental health issues among urban Indians: The myth of the savage-child. Paper presented at the Annual Meeting of the American Physiological Association, Detroit, May 1974.

Psychological Abstracts Reference Source

Dinges, N.G., Yazzie, M. L., & Tollefson, G. D. Developmental intervention for Navajo family mental health. Personnel and Guidance Journal, 1974, 52, 390-395.

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Platz, D. L. Fantasy predisposition, play preference and early home experiences of White and Navajo kindergarten children. Dissertation Abstracts International, 1977, 38, 105A..

Sociological Abstracts Reference Source

(No reference entries)

Other Reference Sources

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Murdock, M. M. Arapahoe and Shoshoni of the Wind River reservation in Wyoming. Dissertation Abstracts International, 1978, 39, 1809.

White Cloud Reference Source

Aberle, D. F. The psychosocial analysis of a Hopi life-history. In R. Hunt (Ed.), Personality and culture. New York: Natural History Press, 1967.

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Boyer, L. B., & Freeman, D. M. Psychoanalysis, folklore, and process of socialization. Journal of American Psychoanalytic Association, 1977, 25, 235-252.

Cundick, B. P., Gottfredson, D. K., & Willson, L. Changes in scholastic achievement and intelligence of Indian children enrolled in a foster placement program. Developmental Psychology, 1974, 10, 815-820.

Devereux, G. The social and cultural implications of incest among the Mohave Indians. Psychoanalytic Quarterly, 1939, 8, 510-533.

Devereux, G. Primitive psychiatry. Bulletin of the History of Medicine, 1940, 8, 1194-1213.

Trimble, J.E. The intrusion of western psychological thought on Native American Ethos: Divergence and conflict among the Lakota. Paper presented at the Second International Conference of the International Association for Cross-Cultural Psychology, Kinston, Ontario, 1974.

IV. INDIVIDUAL SUBJECT AREA

ERIC Reference Source

(No reference entries)

Psychological Abstracts Reference Source

Williams, J.R. A comparison of the self-concepts of alcoholic and non-alcoholic males of Indian and non-Indian ancestry in terms of scores on the Tennessee Self-Concept Scale. Dissertation Abstracts International, 1976, 36, 5844-5845.

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(No reference entires)

Other Reference Sources

(No reference entires)

White Cloud Reference Source

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Westermeyer, J. The apple syndrome in Minnesota: A complication of racial-ethnic discontinuity. Journal of Operational Psychology, 1979, 10, 134-140.

V. RESEARCH METHODOLOGY SUBJECT AREA

ERIC Reference Source

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Table B

Sociological Analysis Level Categorized by

Subject Area and Reference Source

I. BIOLOGICAL SUBJECT AREA

ERIC Reference Source

Spivey, G.H. The health of American Indian Children in multi-problem families. Social Science and Medicine, 1977, 11, 357-359.

Psychological Abstracts Reference Source

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Sociological Abstracts Reference Source

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Table C

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